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ABSTRACT

This report describes the methodology used in an evaluation study to measure the effectiveness of the West End Special Education Local Plan Area's program for improving the transition of special needs students from secondary school into adult life. Goals of the San Bernardino, California, study included measuring students' quality of life upon their leaving school and annually thereafter; reporting on students' status; evaluating the effectiveness of the transition program based on this information; and recommending modifications to the program. The program's concept of quality of life is described, including such variables as occupational placement/maintenance, income level, continued education, community leisure, transportation, residential arrangements, advocacy arrangements, medical/health needs, and personal/social adjustment. The research design is then explained, which involved collecting data from each student's Individual Education Plan; conducting a teacher exit questionnaire, a student exit questionnaire, and a student follow-up questionnaire; and computer analysis. Analysis of answers to the questionnaires suggests changes are needed in the questions asked due to inconsistencies or lack of clarity. It is concluded that program improvement requires several years of longitudinal study to allow comparison of these transition elements with short-term and long-term achieved quality of life. Appendices include examples of questionnaires and questionnaire responses. Contains 35 references. (BRM)

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Report on the Methodology for the West End Special Education Transition Program Evaluation

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April 12, 1990

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Introduction

The West End Special Education Local Plan Area (West End SELPA) is interested in improving the "transition" of its special needs students from secondary school into adult life. Research shows that these students are in need of various skills training and connections with agencies. Attainment of these things is likely to increase the possibility of student success and an improved quality of life. Transition includes:

(1) consolidating student support services which are available to the student,
(2) initiating contact for the student and inducing student involvement with the Department of Rehabilitation (DR),
(3) heightening teacher awareness of transition and quality of life issues, and
(4) incorporating a "skills" curriculum within classrooms in its secondary schools.

This report:

(1) describes the West End SELPA Transition Partnership,
(2) indicates its goals and objectives,
(3) enumerates the accomplishments for its first year's activities,
(4) presents a brief literature review on Transition, as a universal theme, in secondary education,
(5) describes the evolution of West End SELPA's concept of quality of life,
(6) discusses West End SELPA's implementation of Transition along with the design and activities of the evaluation project,
(7) characterizes the process of the Program's evaluative component, and
(8) provides a preliminary analysis of West End SELPA's first year's Student and Teacher Exit data collection.

The West End SELPA is gradually incorporating the Transition curriculum into the schools within its authority. This curriculum contains materials which aid

teachers in their classroom instruction of areas of social, personal, community, domestic, and vocational skills development. These materials are intended to facilitate "at-risk" students' transition from school to society and improve their quality of life.[1] Gradual changes are occurring which shift the classroom focus from one which emphasizes core curricula to one which includes skills training (Morgan & Schwager, 1989). Special education and all teachers will be informed of these changes, and special education curricula will be revised to stimulate functional work, as well as social and daily living skills.

The Transition Partnership

The West End Special Education Transition Partnership Program makes use of the skills and knowledge of four groups of people: the West End SELPA, the Department of Rehabilitation (DR), the Research and Development division of the San Bernardino County Superintendent of Schools (SPCSS), and the California Educational Research Cooperative (CERC) at the University of California, Riverside (UCR). Individuals within each of these organizations have taken responsibilities which will contribute to the overall success of Transition for West End SELPA students and the Transition Evaluation Project. Their contributions are revealed in the "First Year Activities" section of this report.

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[1]At risk students are those who experience barriers to successful completion of school including those individuals with exceptional needs.

Goals and Objectives

The West End SELPA has instituted a Project Evaluation Study in order to measure the effectiveness and success of Transition. The purpose of this study is to evaluate the effectiveness of the West End SELPA Transition Program in terms of measured changes in the quality of life experienced by students serviced by West End SELPA (West End SELPA, 1999).

The goals of this evaluation are to:

- acquire accurate demographic information about those students who are eligible to participate in the Transition Program,
- effectively measure these students' quality of life at the time they leave school,
- annually remeasure their quality of life on a continuing basis,
- report on the status of these students,
- evaluate the effectiveness of the West End SELPA Transition Program and curricula based upon this information, and
- recommend potential modification (or elaborate various portions of the program according to need).

These goals are implemented through the following activities:

- deriving quality of life constructs,
- operationalizing these constructs into several questionnaires, allowing for both the assessment of these constructs and their quantification for comparison,
- create a methodology for data storage and data entry,
- develop a system for the cross-linking of important demographic and Individual Education Plan (IEP) information with the Transition data,
- systematic off-loading of the data for statistical interpretation,
- analysis and report development using the SPSS/PC statistical software, and
- designing a longitudinal study which would allow investigators the appropriate data to evaluate the effectiveness of the Transition program elements.

First Year Accomplishments

The first action was to conduct an extensive review of the existing literature regarding transition and pertinent quality of life issues. Second, transition evaluation questionnaires which had been developed and used by other Transition Evaluation projects were examined by both CERC and West End SELPA staff. CERC staff then interviewed persons who were actively involved in facilitating transition research, others who have completed transition evaluation programs, and important theorists in the field of special education and quality of life. Finally, instruments for the West End SELPA student and teacher exit were developed during a series of meetings with West End SELPA, SBCSS, and CERC staff. The West End SELPA Individual Transition Plan and the Transition Handbook[2] were studied to help suggest the areas of Transition which could be measured by statistical analysis of the questionnaires. Questions were developed to reflect these Transition areas. Through a process of feedback and review with selected pilot students and the West End SELPA, it was determined that these instruments reflected important elements of Transition and met appropriate levels of

- readability,
- length, and
- content validity.

Consequently, the instruments were formatted for printing, printed and delivered to the selected schools which are involved in this study. Students involved in the baseline exit were assessed using these instruments at the end of the 1992-1993

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[2]These are discussed in greater depth later in this document. They are currently being used by the West End SELPA for information and guidance purposes. Copies are available from the West End SELPA.

school year.

These instruments were then formatted for installation onto the San Bernardino computerized Management Information System (MIS). Programmer analysts at SBCSS performed this operation and modified the MIS. By doing this, the data collected for this project may be entered uniformly with controls over correctness of entry from the offices at West End SELPA. This feature also contributes to the ease and convenience of these data entry. Data gathered from the baseline assessment was entered in January, 1990.

The development of the Follow-Up Questionnaire was more complex and was completed in five steps. First, CERC staff worked to conceptualize and characterize factors likely to be important to adult quality of life as suggested by the literature, West End SELPA and SBCSS consultants, and the other Transition projects reviewed. Next, the Partnership members edited this document with respect to importance, clarity and appropriateness.* The questions were grouped according to the quality of life constructs being assessed. Questions were reworded to improve the readability for the students who would be answering them. Finally, West End SELPA staff conducted a field study of the instrument in the West End, using 20 special education students who were still in the West End SELPA program. CERC staff analyzed the reported results of this field test to evaluate

*It was particularly important for the final instrument to be of such a length that volunteers in the study would not be discouraged from filling it out. For this reason, some questions which could be assessed indirectly were edited out. As example, the issue of stability is an important component for interpretation of quality of life. It is possible that by asking a question about length of employment can serve the double purpose of answering the question of stability as well as get at fulfillment of vocational goals and success on the job. Age and ability were considered in word choice, since clarity and brevity aid reader comprehension.

Partnership meeting where final editing of the instrument was completed.

Programmers at the San Bernardino County Superintendent of Schools modified the existing MIS for use in the West End SELF-S Transition Evaluation Project. The questionnaire format, data entry and storage were incorporated into the San Bernardino MIS. With this in place, it became possible for the West End SELF-S data entry persons to enter questionnaire responses from the West End directly onto the MIS. That system is now in use on the MIS and contains all of the first year baseline data of the Student and Teacher Exit questionnaires.

SBCSS MIS programmers and CERC staff further developed the procedure for off loading all data for analysis by SBCSS Research and Development staff. The MIS Transition Data configuration and the method for off loading it has been completed.

CERC developed and wrote a list of statistical procedures which will enable the Partnership members to perform periodic analyses and reporting of the project data using the sophisticated statistical software package, SPSS/PC+. It is through the analysis of these reports using this package that the effective evaluation of the West End SELF-S may take place. It is anticipated that SBCSS will purchase and use SPSS/PC+ for the remainder of this project. The baseline data for the school year 1989-1990 has been analyzed and is reported later in this document.

Transition

Transition can be defined as a purposeful, organized and outcome-oriented process involving the school, Department of Rehabilitation, and other organizations within the school and community. This process is aimed at helping 'at risk' students move from school to employment and a higher quality of adult life. It involves the student, the family, the school, adult service and other providers working together to assess needs, plan and implement education, training and other activities. Successful transition includes meaningful employment, further education in areas of interest and skill development, and varying degrees of participation in the mainstreamed student's community (e.g. living arrangements, social activities, recreational activities, on-going educational opportunities, etc.) (California State Department of Education, 1987). There are important issues which are addressed by the West End SELPA (West End SELPA, 1989).

The Need for Transition

Education may facilitate the transition from secondary school into a productive and successful adult life by writing and implementing Individual Transition Plan (ITP) for each individual in special education. West End SELPA utilizes an ITP which addresses three components. Both the student and the student's family need to be made aware of the special services available to them in order to gain access for assistance (Edgar, 1987). The ITP brings together those people and agencies and sets appropriate goals based upon the interests and abilities of the student(Halvorsen& McDonnell, 1987).

Of particular importance in the ITP is vocational education. Edgar (1987) suggests that vocational education be intensified for the student. The parents need to be involved in the process in order to educate them as to what transition will be attempting to do. Brown (1987) believes that 'social skills and the establishment of social bonds with nondisabled people are critical for extended and successful functioning in integrated work environments' (p. 548). These skills would be learned through mainstreaming. Thus, it is important for these students to receive the best of all curricula, special, vocational, and mainstreamed within the school. The difficulty is one of delivery.

Increased acceptance and peer motivation has prompted many of the past mainstreaming efforts for special education students into regular education classrooms.[1] Some authors have suggested that all special education students should be immediately integrated into regular education classrooms. Justification for this comes from the belief that the development of all children will be enhanced, there are potentially ill effects derived from segregation, and that there exists a moral compulsion by educationalists to mainstream (Stainback, Stainback, and Bunch, 1989). If this were done immediately without modifications to the regular education curriculum, however, important vocational skills and specialized core curricula would be lost (Edgar, 1987). Others suggest that those students who are in special education continue to receive skills training and be gradually

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[1]Based upon the Herman (1950) thesis that predicts increased acceptance of persons who have frequent amounts of contact, positive expectations for the mainstreaming movement have been common. Simply put, this thesis suggests that mainstreaming is simply a matter of placing special education students in the regular education classroom.

mainstreamed as they reach competence with them. Loovis (1985), Goodwin (1987), and Watkinson & Titus (1986) report that when integration proceeds where appropriate skills are not in place, the process is likely to be unsuccessful. This has been referred to as "dumping" (Watkinson, & Muloin, 1988).

There are increasing calls to desegregate special education (Stainback & Stainback, 1989). This is despite the evidence which suggests that the regular education curriculum would be ineffective and nonfunctional for these students (Edgar, 1987). Research suggests that most of the effort in regular education is focused on a core curriculum through academic classes (McBride & Forgnone, 1985). The trend is toward more of the same, along with more rigorous achievement in graduation requirements and reduced numbers of vocational components. Phelps (1985) believes that it is the vocational component, however, which would likely be of most benefit to these students.

The existing special education programs do not seem to be effective in helping students develop appropriate vocational skills. The employment situation has been rather bleak for many who were enrolled in special education. Over thirty percent of these students drop out before completing their secondary school programs (Edgar, 1987). Less than fifteen percent of the ones who remain to graduation successfully obtain jobs which pay more than minimum wage. Few mildly handicapped students move from school to community jobs that allow for independent living (Hasazi, Gordon, & Roe, 1985). The secondary school curriculum appears to contribute little to these students' adjustment to community life especially toward independent living (Mithange, et. al., 1985). Finally, the

cooperation between schools and adult agencies is not being realized. Agencies who are funded to facilitate Transition are not being contacted for services (Brodsky, 1983).

Unlike Dunn (1968) and Stainback, et al. (1989), many are calling for a separate but different special education program (Edgar, 1989). Phelps (1985) delineates one which focuses on teaching the skills that would be helpful to those students at risk for failure in school and community. The ITP will be one important method for the special educators in the West End to prescribe appropriate and effective Transition curricula for each individual student eligible for the program. Though many features of the program have already been in effect, the intensity of the program will increase during the last two years of high school. The ITP should reflect the importance of the Transition materials. When an ITP has been written for an individual student, the likelihood of his/her successful transition into adulthood is hypothesized to increase dramatically. Therefore, one important aspect of this evaluation will be for investigators to determine the existence of an ITP for the student and for special educators to use their skills effectively in making good ITPs.

There are many Transition studies being conducted throughout the United States (Dowling,& Hartwell, 1988) The type of data/information being collected nationwide include information regarding the client (e.g. student demographics, employment status, and educational background), employers (e.g. satisfaction, characteristics, and services to employer), and post-secondary education (demographics, satisfaction levels, and attrition). Instrumentation type and purpose

are equally varied. Examples of the various purposes of the instruments are career interest, social skills, daily living skills, language skills. Types include checklists, rating scales, interviews, and questionnaires (Dowling & Hartwell, 1988).

Curriculum and the ITP

Within the West End Special Education schools, efforts are being made to implement Transition curricula. Transition curricula have been organized and made available; many Individual Transition Plans (ITP) have already been written; and outcomes to special education have been formulated in terms of quality of life.

Planning is a critical part of the transition process. A written plan is developed and implemented for each student no later than age 14 (or the ninth grade). Planning is a joint effort involving the student, the family, education personnel, adult services and others (e.g., WorkAbility). The California educational system is preparing to evaluate adult employment and quality of life outcomes[5] for "at-risk" students for two years after the movement into employment, further education and community life. Specific responsibilities include: monitoring and evaluating student outcomes, analyzing the implications of this evaluation for transition programs, and referring students and/or their families to other service providers if necessary (California Department of Education, 1987).

The West End SELPA ITP meeting involves the student, parent, case manager, Department of Rehabilitation Counselor, teacher, and others who discuss

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[5]The quality of life criteria has not yet been formulated. However, plans are being made to meet and discuss their formulation (Snowden,B., personal communcation, April, 1990).

important planning issues, long and short term goals and objectives, and actions to be taken. The activities are distributed among these persons as appropriate, and a time line is generated. A new ITP date is set along with a person who is responsible for scheduling and monitoring the ITP. The purpose of the ITP is to unite the support services with the Department of Rehabilitation and prescribe the skills training in order to assure their accessibility and delivery to the student.

An example of the West End SELPA ITP is enclosed in Appendix A. This along with the other aspects of West End's efforts (e.g. WorkAbility, and other vocational training programs) will contribute to preparing its students for success as adults.

Quality of Life

The purpose of transition is to emphasize the positive adult outcome of the educational process for these students. Adult outcomes may be analyzed and assessed through elements of "quality of life." Will (1984) calls it an "outcome-oriented process encompassing a broad array of services and experiences that lead to employment."(p.1).

The process begins while the student is in school. The State Department of Education has developed a model illustrating its preferences for the implementation of Transition. This model has been adopted by West End SELPA and is called "Building Bridges to the Future" (West End SELPA, 1989). The goal is "to facilitate the transition of students with special need through the educational system on to independent living and in most circumstances gainful employment." (p.1). The following description of programs and activities illustrate the components of this model.

While in School

West End SELPA Transition curriculum contains several skill elements. These elements are intended to increase the likelihood of adult quality of life. The implementation of these elements begins in preschool. There are three levels of element implementation. (West End SELPA, 1985)

LEVEL 1

Preschool through Fifth Grade

Using "From Play to Pay," the Career/Vocational Preparation Model for Students with Special Needs (West End SELPA, 1985), career awareness and orientation activities are introduced supplemented with commercial transition materials available at the West End SELPA Curriculum Library.

Sixth Grade

Career/vocational activities are continued, and a student questionnaire is administered which can be completed as a home interview or a student interview at school. The home survey is included with the student file as it is transferred to the junior high school and becomes the basis for the first Individual Transition Plan.

LEVEL 2

Seventh and Eighth Grade

An ITP is developed with parents and significant other persons in addition to and separate from the IEP at seventh grade. During this time, a decision is made whether the student will receive the core curriculum (mildly handicapped), an integrated core and career/vocational education curriculum (mildly and moderately handicapped), or a functional curriculum (severely impaired abilities).

Further, career exploration experiences are arranged and a prevocational assessment screening (PAS) is administered. These activities are integrated with

guidance materials from chapter two of the "Transition Handbook" regarding academic achievement test and performance.

The ITP becomes incorporated as a part of the IEP process at the eighth grade. Consideration is given at this time for career/vocational involvement at high school.

LEVEL 3

Ninth and Tenth Grade

The student is referred to the Vocational Assessment Center for a complete assessment battery. Assessment results are reported at a meeting for the development of the IEP and ITP.

Vocational experiences are continued with use of the "From Play to Pay" Model and the "Student Transition Handbook" beginning with chapter Four, along with a referral to the Career Guidance Services, and preparations for registration into ROP classes, as appropriate.

Eleventh and Twelfth Grade

The ITP determines the areas of emphasis for the IEP for moderately and severely handicapped students. Mildly handicapped students, who are preparing for continued education following high school graduation, continue to emphasize the core curriculum with IEP development.

Vocational classes and ROP classes are scheduled as appropriate. Referral is initiated to the Department of Rehabilitation at the start of the eleventh grade

or the start of the second year prior to leaving public school for students who could need continued support and help to be employed following public school. In this way, the development of a Department of Rehabilitation Individual Work Related Plan (IWRP) and work placement activities are facilitated.

Referral to the California WorkAbility program is made when the student is "job ready" and desires support for the first work experience (West End SELPA, 1985). WorkAbility pays student wages during the preparation time needed for the student to become a competitive employee. Other students will be on the employers' payroll with support from the Department of Rehabilitation services.

ITP development is held separately from the IEP during the final high school year in order to focus exclusively on the process of transition from school into quality adult living. Quality indicators include: employment or continued education, independent living, as appropriate, and social and community involvement.

Registration for the Transition Evaluation process occurs prior to exit from school. The process, which is supported by the West End SELPA and San Bernardino County Superintendent of Schools, maintains contact with identified students for a period of five years following exit from school to determine quality of adult living. Transition activities recorded prior to exit will help educators to evaluate the educational program for mildly, moderately and severely handicapped youth in relation to their needs following public education.

Out of School

Quality of life variables have been developed by West End SELPA following those variables suggested by Stoddon and Boone (1987). They include the following:

A. Occupational Placement/ Maintenance
B. Income Level
C. Continued Education
D. Community Leisure
E. Transportation
F. Residential Arrangements
G. Advocacy Arrangements
H. Medical/Health Needs
I. Personal/ Social Adjustment

Student Follow-Up Questionnaire

Knowles (1984) indicates that variables for adult quality of life seem to fall into dimensions of: (1) Vocation/Education, (2) Emotional Physical Health, (3) Recreation/Leisure, (4) Home and Family, (5) Personal Development, and (6) Community Involvement. These components then are summarized into the skill domains for quality of life as adopted by West End SELPA. These skill domains include the following dimensions and characteristic behaviors and make up the construct assessment variables for quality of life in the Student Follow-Up Questionnaire:

I. Daily Living Skills
   1. Managing Money
   2. Utilize Good Decision Making Skills
   3. Select, Manage, Maintain Home
   4. Care for Personal Needs
   5. Raise Children
   6. Buy and Prepare Meals
   7. Buy and Care for Clothing
   8. Engage in Civic Activities
   9. Use Recreation and Leisure
   10. Get Around Community
   11. Full Use of Transportation Opportunities
   12. Pursue Economic Goals

II. Personal and Social Skills
   10. Achieve Self Awareness
   11. Achieve Self Confidence
   12. Achieve Socially Responsible Behavior
   13. Achieve Interpersonal Skills
   14. Achieve Independence
   15. Achieve Problem Solving Skills
   16. Achieve Interpersonal Communication
   17. Develop Leisure Activities
   18. Pursue Educational Goals
   19. Develop Positive Attitudes and Appreciation of Self and Others

III. Occupational Skills
   20. Pursue Career Goals
   21. Know and Explore Possibilities
   22. Select and Plan Choices
   23. Exhibit Appropriate Work Habits and Behavior
   24. Exhibit Physical and Manual Skills
   25. Seek, Secure, and Maintain Employment
   26. Utilize All Possible and Appropriate Agencies

Transition Evaluation

Research Design

The project makes use of each student's Individual Education Plan (IEP) data and his/her responses to the three questionnaires: Student Exit, Teacher Exit and Student Follow-up. These questionnaires were developed by researchers in the San Bernardino and Riverside Counties. These instruments were created to assess elements of West End SELPA's Transition and the construct of adult quality of life for students leaving its secondary schools. Transition elements are assessed once each through the Student and Teacher Exit questionnaires. Quality of life measurements are assessed yearly through the Student Follow-Up Questionnaire. Subjects are selected on the basis of availability and willingness to participate from the expected population of students who would most benefit from the transition services available from the West End Special Education. Each cohort is analyzed separately for individual differences and then with each other for group differences.

The purpose of this design is to enable investigators the opportunity to:

1) measure changes among several measures of quality of life over a period of several sequential years for five cohorts of students leaving the West End SELPA,
2) observe trends in the implementation of the Transition materials, and
3) make between-cohort comparisons in order to assess the effectiveness of the heightened use of the Transition processes (indicated on the Teacher Exit questionnaire).

The Student and Teacher Exit Questionnaires were used with the [illegible] families cohort. The data collected from these questionnaires have been entered into the MIS and have been analyzed. The Student Follow-Up Questionnaire has been developed, field tested and edited. It will be available for

are leaving the program of 1998.

Subjects

Subjects for this study are those students who are being serviced by the West End SELPA and are eligible for Department of Rehabilitation services. These subjects have already exited the program, as in the case of the 1998 Hamilton cohort, or will be leaving at the end of one of the subsequent school years.

Participation in the study is voluntary. Subjects will be selected for participation in this study at the end of each academic school year from among the recipients in the West End. The subjects invited for participation are those who are thought to have received exemplary programs by the West End specialists. One of the purposes of assessment is to exhibit dramatic effects of the Transition program enhancement quality of life for its recipients. Those students who participate in each year's Student Exit questionnaire will become that year's cohort. The number of students making up each cohort will vary but is expected to increase from year to year.

Instruments

The Student Exit Questionnaire (Appendix B) consists of fifteen multiple-choice and fifty questions and is filled out by the subject's teacher. This instrument asks for that information which would delineate the amount and type of classes taken in regular and special education classrooms, the curriculum

content, and the implementation of an ITP. The student's ID number is obtained for computer cross-referencing. Field testing has shown that this instrument takes about 30 minutes per subject to fill out.

The Student Exit Questionnaire (Appendix C) contains thirteen questions of both the multiple choice and fill-in the blank type. These questions solicit the student's demographic information, present occupational data, and a single indicator of perceived quality of life (e.g. "In general, how do you feel about your life?"). This questionnaire takes about five minutes to complete. Except in cases of severe disability, this questionnaire is generally done by the student without assistance.

The Student Follow-Up Questionnaire (Appendix D) is mailed out one year after the student exits from the program, and each year thereafter until the culmination of this study. It consists of forty-one true/false, multiple choice, and fill-in questions collecting data related to current student demographics and quality of life.

Efforts will be made to encourage student participation in this study over the years. The West End SELPA is storing address changes that accompany natural respondent mobility and will be using these to locate them over the period of this study. Each Student Follow-Up instrument requests reference contact persons for this purpose.

Teachers, events, and services are reported to vary with each cohort of subjects and are assessed through the Exit Questionnaire. Some of these variations are intentional changes (i.e., implementation of ITP and expansion of the Transition Program implementation). The information made available through

the Teacher questionnaire about student academic course work will help to interpret these changes, as will the demographic characteristics of each student. Thus, investigators may be able to equate many of the Transition experiences to resulting multi-year outcomes across different cohort groups. Since other persons may be helping the student respond, the Follow-Up Questionnaire requests identification of that person in order to help investigators interpret these effects, if any.

This project is timely with respect to both special and regular education secondary school leavers. Its importance and the understanding of the results will be beneficial to the evaluation of the Transition program and the status of these students in the West End SELPA.

Evaluative Components

Responses to the three questionnaires are processed along with data from the corresponding IEP through the coordination of activities of West End SELPA staff and San Bernardino County Superintendent of Schools' Data Processing Division.

Data Collection, Storage, and Off-Load

West End SELPA personnel are responsible for collecting the information utilized in this study. Data come from three distinct sources:

(1) students' Individual Education Plan (IEP)
(2) teachers' responses to the Teacher Questionnaire, and
(3) students' responses to the Student Exit Questionnaire.

The San Bernardino County Office of Education, Data Processing Division, maintains a computerized system for current IEP data. Information on the students gender, grade, ethnicity, primary language, and handicapping condition are drawn from this data base. The questionnaire data, however, is collected separately and transcribed into the computer for analysis.

The system for capturing and maintaining this questionnaire information developed by John Caid, a Programmer Analyst with the Data Processing Division, allows for West End SELPA users to utilize existing computer equipment and interface techniques to enter the questionnaire data. Important to the parameters of such a system are the ways in which it effectively interfaces with existing county software and hardware. This has been done through "soft-coding," a technique which allows for a relatively easy change of questionnaire input and data storage requirements in the event of a modification to an existing questionnaire or the addition of a new instrument.

Unfortunately, facilities did not exist on these mainframe computers for in-depth statistical analysis of this data. A procedure to off-load this data to an a personal computer (PC) which is MS-DOS compatible was developed so that the data could be analyzed using the SPSS/PC+ statistical program. The system John Caid created exports a number of files which are used in this statistical analysis.

There are four primary data files, and eight support information files. The four primary data files are:

STUDENTS.DAT	The student's ITP data.
ANSWER1.DAT	Answers to multiple-choice questions, all questionnaires.
ANSWER2.DAT	Answers to fill-in/text questions, all questionnaires.
QUESTION.DAT	A master file containing all the questions and allowable responses.

Record layouts for these files are included in Appendix E. The eight information files are:

ANTICIPA.INC	Table of "Anticipated Services Needed".
LIVESWIT.INC	Table of who the student lives with.
COUNTY.INC	Table of two-character county abbreviations.
DISTRICT.INC	Table of six-digit district identification numbers.
ETHNICIT.INC	Table of student ethnicit groups.
LANGUAGE.INC	Table of student primary languages.
ENGLISH.INC	Table of student english speaking ability.
HANDICAP.INC	Table of student handicapping conditions.

For analysis, these files are transferred (in eight-bit ASCII format) to a PC disk. Two processes are necessary for statistical analysis. First, the data had to be imported and defined to the SPSS/PC+ program. Once accomplished, the data may be analyzed using a number of different statistical procedures.

SPSS Reporting

Four SPSS/PC+ procedure files were created for this project in order to accomplish this first task (each of these four procedures are included in Appendix F:

WESELPA.SPS	A routine to run the following three procedures, automating the process of importing all three files to a single command.
STUDENTS.SPS	This procedure reads data from the STUDENTS.DAT file, creating the STUDENTS.SYS files (an SPSS/PC+ systems file).
ANSWER1.SPS	This procedure reads data from the ANSWER1.DAT file, creating the SPSS/PC+ systems file ANSWER1.SYS.
ANSWER2.SPS	A procedure which reads data from the ANSWER2.DAT file in order to create ANSWER2.SYS.

Importing the data to SPSS/PC+ is very straightforward:

(1) off-load the four primary data files and the eight information files, from the San Bernardino County Office of Education Data Processing Division via modem or onto floppy disks,
(2) copy them onto a personal computer having the SPSS/PC+ (v 3.0) program,
(3) initialize the SPSS/PC+ program, and
(4) enter the command string: INCLUDE WESELPA.SPS.

This sequence of steps imports the data from the county's mainframe computer to the P.C. making it ready for analysis using SPSS/PC+. Once these procedures have completed three data files are then available for further study:

STUDENTS.SYS	The SPSS/PC+ version of the student's ITP data.
ANSWER1.SYS	The SPSS/PC+ version of multiple-choice answers to all of the questionnaire forms.
ANSWER2.SYS	The SPSS/PC+ version of fill-in/text answers to all of the questionnaire forms.

Many different analyses are possible using these files. Preliminary studies typically begin with an assessment of response adequacy. This was accomplished by executing the procedure REPORTA.SPS. This procedure, included in Appendix G, cross-references the ANSWER1 file against the STUDENTS file. A cross tabulation report (Appendix H) lists the number and percent of respondents to each of the questionnaires across nine important student criteria. These include:

1) student status in school,
2) age grouping of the student,
3) student's gender,
4) who the student is currently living with,
5) the grade level of the student,
6) the student's ethnicity,
7) primary language,
8) English speaking capability, and
9) handicapping condition.

Comparisons of the rates of respondents within these nine categories to the different questionnaires can provide a measure of the characteristics of different respondent groups.

Once response adequacy has been established the next procedure reports on the actual responses to the questionnaire questions. These responses consist of one of three types of answer:

(1) checking one (or more) multiple-response items,
(2) providing textual responses (ex. What is the name of ...), and
(3) providing numeric responses (ex. How much ... or How many ...).

Textual responses may be provided to respondents' checking the multiple-response box "Other" (for which they would be prompted to enter some text). In addition, not every respondent completed every question, so all questions allow for the possibility of "No Response".

There are three SPSS/PC+ report procedures which tabulate the information in each of these three response categories. These procedures, named REPORTB.SPS, REPORTC.SPS, and REPORTD.SPS respectively, read data from both the ANSWER1 and ANSWER2 data files. These SPSS/PC+ procedures are reproduced in Appendix I, while the actual reports produced are in Appendix J.

Report on the Baseline Data

The report generated by the SPSS/PC+ procedures using the Teacher and Student Exit data from the school year 1988-1989 is presented in Appendix K. In the three sections student characteristics are discussed and questions suggesting revision and questions suggesting Transition implementation are examined.

Student Characteristics

Though there were few questionnaires completed in this year's baseline data collection, 66 Teacher and 47 Student, their analysis revealed many important properties. Before inferential statements could be made about the West End SELPA special Education population, however, the two "groups" of questionnaire characteristics had to be reconciled.

The 66 completed Teacher Questionnaires described 29 more students than responded to the Student Exit Questionnaire. It is possible that these 29 "other" students had characteristics which were very dissimilar to those for whom we had data through the Student Exit Questionnaires. Thus, a Crosstabs operation was performed upon these groups. As can be seen in that Appendix, the properties of these two groups are very similar among the demographic and characteristic variables. Therefore, it was concluded that the two groups could be treated as one and the data could be used for inferential purposes.

The Development of the Instruments

Questions Suggesting Revisions

Not surprisingly, the academic courses which were taken in special education by these students did not include foreign language. It seems logical that this course of study should not be a part of the response set to the question regarding course work in special education. Some course work may be either inappropriate for those types of disabilities and/or unavailable in special education classes. If the latter is more true, item "2" (Drama/Speech) and "3" (Art/Music) may be reconsidered as well. Their response rates were quite low (1.52%).

Overall, there were 66 teachers who responded to this type of question. Almost all of them (85%) reported that their students attended English/Literature in a special classroom. About two thirds (70%) of them learned math in a special setting as well. There were 14 responses to the "Other" category: five teachers indicated "Alt Study" (this category might be included in the question with a blank for them to describe what that might be.) Consumer Education, which was mentioned three times, might be included in the question, as well. Adaptive P.E. was mentioned and might be included as an eighth choice. The responses regarding Vocational Education could have been answered later in the questionnaire and could have been screened by the data entry personnel.

Only 58 out of 66 (88%) teachers responded to the next item stating that 12% of their students attended no regular education classes. Yet, of the students who did, the average time spent in regular education classes was about 66%. Thus, almost ten percent of their students were 90% mainstreamed and no one

was fully mainstreamed. This discrepancy in number may mean that the item was either missed or misinterpreted by some of the teachers. A check of the IEP's for these students would settle this problem by disclosing who was not mainstreamed.

There were 66 responses to the next item regarding mainstreaming. With regard to regular education, the most often cited classes programmed for these students were Physical Education (80%) and Art/Music (81%). There were two "No Responses." Explanations for this may be that the question was overlooked or that those students were segregated in their programs. There were ten "Other" responses. Many (six) of these appear to be some type of vocational education which would have been more appropriately reported in another question, and thus could have been deleted at data entry. Two other responses were also missed in the question and reported in the Other category. Data entry personnel could have made the correction here, too. Finally, two of the Other responses seemed difficult to interpret with respect to the question asked.

Questions Assessing Transition

The job types reported by researchers (Edgar, 1987) require skills which appear to be the least trained according to this report. There were 66 responses to the Vocational Training question. A total of about 89% of the students were involved in some type of on campus vocational training. Of the five most popular vocational training services, ROP received 35%, Work Experience 24%, Workability 14%, JTPA 6%, and Transition Partnership 5%. In addition to these services, teachers had the opportunity to report on skill training in similar and other

specific areas. Merchandise/Retail and Food Service/Restaurant training courses only received three percent of the students. Four possible explanations for this might be:

1) these skills are too easy and are not worth preparing,
2) the students are not expecting to be working in these areas,
3) counselors did not promote these courses, and
4) these courses are not offered during available times.

There were only four Other responses to this question. They cited courses which were not listed in the question and may be considered for inclusion if their frequency rises.

The five questions, numbers five through nine, are related to questions 10 through 15 and are important for descriptions of student programs, evaluation of Transition program implementation, and estimations of their relationship to student future success. They report on the relative levels of integration of the important Transition skills training which were implemented with this baseline cohort. The ITP's written for persons within this cohort will help interpret later quality of life follow-up data.

Community-Based Training Hours are a good indicator of Transition curriculum and implementation. The following reports illustrate the frequency of its implementation for the baseline group.

A. Recreation/Leisure: Apparently 13 students (22%) take part in this. Of those, their average time in the community was about one hour per day.
B. Vocational: Only 14 students took part in this (21%). This is contrasted with the 90% of them who are receiving some type of on campus vocational training. The average time spent was about 1/4 hours per day.
C. Community: There were 10 students involved in this course work (15%). The average time spent was about 1/2 hour per day.

Similarly, Student Employment Support has been related to positive outcomes by a number of researchers (Hasazi, et. al., 1989). Most (42- 64%) of the students said that they did not receive any kind of support. However, many of these were not in vocational training (only 21% in the previous question) where it was appropriate or available. Thus, about 10 students who were in a vocational training off campus received no support. Of those who did 13 (20%) were employer trained. Only 5 students (7%) received full or part time job coaches.

It is uncertain what the Workability reference means in the Other section. Perhaps this means that these students did receive some support. If this is the case, it might be appropriate to include this within the question and then interpret the results accordingly.

The next three questions correspond to the questions six through nine above in that they ask for particulars of the type of training that was offered. Additionally, it may reflect the implementation of the ITP for those students who had one forged. The relatively high percentage of 'No Responses' to these items may mean that for these students: 1) the support was unnecessary, 2) the support was unavailable, or 3) the support was not sought.

The number of 'No Responses' indicated that 59% of the students did not

engage in Community training. Of those who did, most (80%) of the support was in use of community resources. Also important, public transportation was supported by 17% of the students.

More students (50%) received training in the domestic training area than the other two, "Community" and "Recreation Leisure." This area of "Recreation Leisure" training was indicated the most with only 38% in response. Of those students who did receive this type of training, most of it was in "Sports/Physical Activities." It is uncertain whether these teachers are perceiving physical education course work to be similar to recreation and leisure training.

Most (86%) of the students who left at the end of the 1988-89 school year did receive some type of diploma signifying completion of the secondary program. This question serves to gauge the success of the Transition and the overall effectiveness of West End SELF's secondary schooling. Research has shown that "at risk" students tend to drop out and not complete the program. The high rate of completion reported here reflects positively upon the success of the West End SELF'S program. However, it is possible that many of the students who dropped out prior to data assessment were not reported here. A further investigation into this area might be appropriate.

The question regarding "Current Living Arrangement" in the student questionnaire was expected to show that the students would be living at home with their parents. It did, with about 88% of these students currently living at home with their parents. Over time it will be important to note changes in this arrangement. As these students transition into the community, movement

independence from parents should become apparent in the statistics.

The question regarding receipt of available services is another which should begin to reflect the implementation of Transition with each succeeding year. Though about 50% of these students currently receive services from the Department of Rehabilitation, this number should increase as the Transition Partnership Program continues.

The "Seek Assistance" question had some surprises and will contribute to the quality of life construct. Most of these students (50%) seek assistance from their parents. This fact points up the importance of educating parents in the Transition process. Interestingly, many of the "Other" responses were the same as the question choices. "Friends" was mentioned five times. If these numbers were included in the appropriate place, the percentage of "Friends" would have increased to about 30%. Data entry persons could catch this. With the number of "Myself" responses (four), it might be advisable to include that as an alternative in the question. Last, inclusion of "Other Relative" may also be appropriate.

The responses to the question of feelings about one's life were very positive. This question is intended to be give investigators a rough estimate of these students' overall quality of life. Though highly subjective, it could begin to assist in the interpretation of some of the factual information regarding employment and other quantitative information which will be assessed in the later Follow Up Questionnaires. The range and variability on the item were also good even though most of the students were to some degree happy (80%), while only two persons (5%) were not.

As expected, almost as many people (85%) were working at least part time as were looking for employment (87%). Four percent indicated they were not looking for work. When the 'Other' responses were added (five of the 'Other' responses indicated that they were not looking and gave a reason for not looking), that figure would rise to almost 100%. The follow up questionnaire will serve to allow for trend analysis with each successive year and cohort.

The place of employment and job title are meant to enable investigators to demonstrate the placement and level of student success in achieving their goals. Though there was a range of job type reported, analysis revealed that six of those were of the food handling/restaurant type, three were clerk/store type, six were construction/industrial type, and five were 'Other' types. This corresponds to the current research reports in quality of life and follow-up with other Transition programs (Hasazi, Johnson, Hasazi, Gordon, & Hull, 1989).

Students reported that for those who were working (87%), their hours ranged from seven to forty with seventy-nine hours per week being the average. Their average wage was $5.21 per hour.

Surprisingly, about 70% of those who were working already were driving to work. Half as many of the remaining were taken by their parents. Only one person reported using public transportation. This fact brings into question the efficacy of intensive supported transportation service skills which are intended to impact these students' employment prospects. If public transportation skills are needed, the efforts on the part of educators could be made to other areas of the curriculum more effectively.

The question about length of time in employment represents one indicator of stability of the quality of life characteristics (Berthwick-Duffy, 1989). Its inclusion in this questionnaire serves to interpret the effectiveness of the trend in West End SELPA's occupational training program. Increases here could help evaluate early implementation of Transition.

The next question assessing employment benefits received by these students gives an indication of the quality of that work situation. About 10% of the students were receiving benefits from their employers. These persons may be receiving multiple benefits from among the choices offered in the question. Of the group of students who were working, however, most were apparently not receiving any benefits.

Of twenty-nine students who were not working, only 12 indicated why they were not employed. Possible reasons may be that they missed the question, did not understand it, did not know why they were not employed, or did not want to give a reason. Nevertheless, of those who did respond, 70% had quit their previous job.

Conclusion

The four criteria (social skills training, vocational skills training, domestic skills training, community skills training) for defining transition have been operationalized in the items of the three questionnaires. Another way to determine the amount and type of those Transition materials which might be used in a classroom is through assessment of these various components. Once assessment is done, the things which can be studied to determine whether it was a successful transition are:

1) overall ratings of receipt of services, numerical indicators,
2) discriminant analysis and analysis of variance to measure which services and which outcomes are significant, and
3) regression analysis to predict which outcomes would likely occur under which circumstances.

The first strategy has been adopted by West End SELPA to examine the treatment on students by comparing percentages receiving services and percentages of success. In this way, overall estimates of the degree to which Transition was implemented within a group may be compared to the overall success of that group through measurement of the various indicators of quality of life. In this way, the partnership may:

1) measure the implementation of Transition along a continuum of services and skills,
2) measure the outcomes in terms of measures of quality of life issues,
3) determine the efficacy of Transition implementation,
4) identify and modify possible areas of the Transition services or skill training or of the project instrumentation, and
5) use all of these things to help evaluate the West End SELPA Transition Program.

The Transition Partnership of San Bernardino Superintendent of Schools and

West End Special Education Local Plan Area, along with the California Educational Research Cooperative, has worked hard over the past year designing and implementing this research method intended to examine the outcomes of Transition of the West End SELPA special education students. These at-risk students have historically had a tougher time in completing their secondary education. Though services and agencies were erected to help them, many of these students have been unaware of their existence or unsure about their services. Further, more than half of them do not obtain competitive employment as much as three years after leaving school. For this and other reasons, Transition has become a major initiative over the past few years.

The West End SELPA is familiar with the problems facing students in special education, and it is making efforts to facilitate these students efforts on obtaining skills and agency contacts before leaving school. Pam Nevills (Program Manager) and others are encouraging the use of Transition materials. This is resulting in a gradual change in local educational thinking from one concerned with a narrow academic curriculum to a more outcome accountable orientation for special education students. Though there were only a few questionnaires completed this year, the results from the two types of questionnaires (Student and Teacher Exit), were analyzed and supplied us with much information;

- there were approximately twice as many males than females;
- residence was predominantly the parents home;
- ethnicity favored whites, then Hispanics, and few blacks;
- language was almost all fluent English;
- handicapping condition was predominantly learning disability; and
- academic courses taken in Special Education classrooms

were those representing the core curriculum.

These instruments have provided some key information in an effort to understand the degree to which Transition is being implemented in West End SELPA schools. Both direct and indirect methods in assessing the same information (items regarding social, domestic, and vocational skill training) as well as employment status and accomplishment of graduation show these questions to be sensitive and reliable measures of Transition elements. The follow up instrument similarly illustrates those characteristics appropriate for assessment of quality of life.

Several years of longitudinal study will allow the West End SELPA to compare these Transition elements to the short and long term achieved quality of life. Program improvements can then be made in a continuing effort to maximize the quality of outcomes for all special education students.

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Appendix A: Sample West End SELPA IEP and ITP

WEST END SPECIAL EDUCATION LOCAL PLAN AREA – SAN BERNARDINO COUNTY
INDIVIDUAL EDUCATION PLAN AND DATA REPORT FORM

(A) OPTIONS ( ) ( ) ( ) ( )

NAME _____ (LAST) (FIRST) (MID INIT.)

STUDENT ID _____ SS# ___ — ___ — _____

BIRTHDATE ___/___/___ SEX ___ GRADE (as of today) ☐☐

PARENT RESIDES IN WEST END SELPA (M) ___ (F) ___ (B) LIVES WITH ___

PARENTS ADDRESS (IF FOSTER OR LCI PLACEMENT ONLY)

_____

LCI/LIC # _____

(C) CONTACT

_____

ADDRESS

_____

CITY ZIP

_____ _____

PHONE _____

PLACEMENT DISTRICT ☐☐☐ _____ RESIDENT DISTRICT ☐☐☐ _____

PLACEMENT SCHOOL ☐☐☐ _____ RESIDENT SCHOOL ☐☐☐ _____

Complete for Inter-Intra District SELPA Placements Only Inter-SELPA Agreement ☐ Yes ☐ No

Inter-District Agreement ☐ Yes ☐ No Other (describe) _____

Transportation – Home to school ☐ Yes ☐ No Provided by (give district name) _____

(E) ETHNIC GROUP ☐ PRIMARY LANGUAGE ☐ ENGLISH ABILITY ☐ PRIMARY HANDICAP ☐

(G) ASSESSMENT DATES

PSYCH	___/___	NEXT REVIEW	___/___/___
ACADEMIC	___/___	CONSENT	
HEALTH	___/___	(ASSESSMENT)	___/___/___
L/S/H	___/___	MEETING DATE	___/___/___
ADAPT PE	___/___	ENTRY DATE	___/___/___
VOCATION	___/___	FINAL EXIT DATE	___/___/___

(H) PROCESSING DATES

(M) EXIT CODE ☐☐☐ NON SPECIAL EDUCATION ANTICIPATED SERVICES FOLLOWING EXIT ☐☐☐☐☐☐☐☐

(F) PUPIL EDUCATIONAL NEEDS

NO.	IEP GOALS		
☐☐	_____	☐☐	_____
☐☐	_____	☐☐	_____
☐☐	_____	☐☐	_____
☐☐	_____	☐☐	_____

(I) PROGRAMS/SERVICES (A-ADD, D-DELETE, C-CHANGE)

LETTER	NO	PROGRAM	CLASS	PCT	FROM	TO	TEACHER/SPECIALIST
( )	☐☐☐	Regular			___/___	___/___	
( )	☐☐☐	Spec. Ed.			___/___	___/___	
( )	☐☐☐	Spec. Ed.			___/___	___/___	
( )	☐☐☐	Dea. Inst. Ser.			___/___	___/___	
( )	☐☐☐	Dea. Inst. Ser.			___/___	___/___	
( )	☐☐☐	Dea. Inst. Ser.			___/___	___/___	
( )	☐☐☐	Phys. Ed.			___/___	___/___	
( )	☐☐☐	Phys. Ed.-Regular			___/___	___/___	

RATIONALE FOR LRE PLACEMENT

_____

_____

_____

_____

_____

RELATED SERVICES

_____

_____

_____

_____

☐ I have attended the IEP meeting and participated as a member of the team, I consent to the IEP.

☐ I was notified of the IEP meeting and was unable to attend. I have reviewed the IEP and consent to it.

☐ I have received a copy and explanation of Parent and Student Rights Information.

☐ I disagree with the

☐ a. assessment ☐ c. specific instruction/services

☐ b. eligibility ☐ d. instructional setting

☐ I agree to referral to the Educational Assessment Service, if appropriate.

☐ I wish to schedule an informal meeting to attempt to resolve a process issue.

☐ I wish to initiate a due process hearing.

Parent _____ Date _____

Administrator/Designee _____ Date _____

Teachers _____ Date _____

_____ Date _____

Others Title

_____

_____

_____

_____

Dissenting Member(s) _____

INDIVIDUAL EDUCATION PLAN AND DATA REPORT FORM

CODE AND OPTIONS

(4) OPTIONS:
- (1) Education Assmt. Team (ESE);
- (2) School Appr. Team (SAT);
- (3) Initial Placmt.
- (4) Annual Review
- (5) Data Change
- (6) Program Change
- (7) Refer for further Assmt.
- (8) Information Review (no spec. ed. placmt.)
- (9) Return to reg. program
- (10) Information (in spec. ed.)

(9) LIVES WITH:
- (1) Parent
- (2) Guardian
- (3) Relative
- (4) Lic. Child Care Inst.
- (5) Foster home
- (6) Youth Authority
- (7) Other

(C) ETHNIC GROUP:
- (1) American Indian
- (2) Asian
- (3) Filipino
- (4) Hispanic
- (5) Black
- (6) White

PRIMARY LANGUAGE:
- (1) English
- (2) Spanish
- (3) Chinese
- (4) Portuguese
- (5) Vietnamese
- (6) Other

ENGLISH ABILITY:
- (1) Limited English
- (2) No English
- (3) Fluent English

PRIMARY HANDICAP:
- 010 Learning Disability
- 020 Deaf
- 030 Deaf/Blind
- 040 Severe Hard Hearing
- 050 Severe Language Handicap
- 070 LSH in regular program
- 080 Blind
- 090 Partially Seeing
- 100 Orthopedic Handicap
- 110 Other Health Impairment
- 120 Educable Retarded
- 130 Develop Handicapped
- 140 Trainable Retarded
- 150 Autistic
- 160 Seriously Emot. Dist.
- 170 Multiple Handicapped

(F) PUPIL EDUC. NEEDS (IEP GOALS)

50 ACADEMIC
- 01 English Language Arts
  - 02 Reading Readiness
  - 03 Word Identification
  - 04 Oral Language
  - 05 Comprehension Literature
  - 06 Spelling
  - 07 Written Expression
  - 08 Grammar
  - 09 Practical Application
- 10 Mathematics
  - 11 Readiness
  - 12 Principals
  - 13 Computation
  - 14 Application Word Problems
- 20 Other Academics
  - 21 Social Sciences
  - 22 Science
  - 23 Visual-Performing Arts
  - 24 Credit/ No Grad

30 SPEECH/LANGUAGE
- 31 Receptive Language
- 32 Expressive Language
- 33 Phonological Processes
- 34 Stuttering
- 35 Articulation
- 36 Voice

40 PERCEPTUAL MOTOR
- 41 Pre-Writing Skills
- 42 Handwriting
- 43 Fine Motor
- 44 Gross Motor
- 45 Orientation
- 46 Mobility

50 SELF HELP
- 51 Self-ID
- 52 Personal Daily Living
- 53 School Attendance
- 54 Safety Survival
- 55 Work Habits

60 SOCIAL EMOTIONAL
- 61 Self-Esteem
- 62 Responsibility
- 63 Interpersonal Relations
- 64 Behavioral Control

70 CAREER/VOCATIONAL (PRE-VOCATIONAL SKILLS)
- 71 Career Awareness
- 72 Career Orientation
- 73 Career Exploration
- 74 Career Preparation & Participation
- 75 Community Living
- 76 Recreation Leisure
- 77 Domestic Living

80 OTHER

(M) STUDENT'S EXITING:

SPECIAL EDUCATION
- 110 Grad. Meeting Req. Diplm
- 120 Grad. Meeting Diff. Diplm
- 130 Returned to Reg. Education
- 131 Ret. to Reg. Ed. Parent Request
- 132 Ret. to Reg. Ed. Home Teaching
- 140 Reached Maximum Age
- 150 Trans. to Another SELPA
- 160 Dropped Out
- 161 Dropped Out Job
- 162 Dropped Out Marriage
- 163 Dropped Out Pregnancy
- 164 Deceased
- 170 Status Unknown

ANTICIPATED SERVICES
- 01 Counseling/Guidance
- 02 Evaluation of ER Services
- 03 Phys. Mental Restoration
- 04 Voc. Training Services
- 05 Supported Employment
- 06 Vocational Placement
- 07 Post Employment
- 08 Maintenance
- 09 Transportation
- 10 Family Services
- 11 Independent Living
- 12 Residential Services
- 13 Interpreter Services
- 14 Reader Services
- 15 Technological Aids
- 16 Other Services
- 17 No Services Needed

(I) PROVISIONAL GROUPING
- 400 SDC Isolated Facility
- 410 SDC Voc Fac. Blind/VI
- 420 SDC Voc Fac. Orthop./Hndc.
- 430 SDC Voc Fac. Elder. Ret.
- 440 SDC Voc Fac. Trans./Ret.
- 450 SDC Voc Fac. Autistic
- 460 SDC Voc Fac. Mult. Hndc.
- 470 SDC Voc Fac. Sev. Hndc.
- 510 Language and Speech
- 520 Orientation Mobility
- 530 Supp. Inst. Serv.
- 531 Supp. Inst. Hearing Imp.
- 532 Home and Hospital
- 533 Adaptive Physical Ed.
- 534 Phys. Occup. Therapy
- 570 Specialized Nurse Serv.
- 580 Counseling/Guidance
- 590 Non-public related Serv.
- 597 Indiv Ser. Group Instruction
- 600 Resource Specialist
- 711 SDC Learning Disability
- 721 SDC Sev. Hard How. Deaf
- 730 SDC Sev. Language Hndc.
- 731 SDC Blind/Part sight
- 732 SDC Orthopedic Hndc.
- 740 SDC Educable Retarded
- 742 SDC Trainable Retarded
- 743 SDC Autistic
- 744 SDC Seriously Emot. Dist.
- 745 SDC Multiple Hndc.
- 746 SDC Severely Hndc.
- 800 Non-Public School
- 808 State School

INDIVIDUAL TRANSITION PLAN
COVER PAGE

The ITP meeting is designed to develop a long range plan for the student's movement into the adult world. Student goals will be developed at this meeting, as well as responsibilities for training and providing support services, from schools and other human service agencies.

STUDENT NAME_____AGE_____ITP DATE_____

ADDRESS_____SCHOOL_____ANTICIPATED DATE OF SCHOOL EXIT_____

SIGNATURE OF INDIVIDUALS PRESENT: *Attendance by these individuals critical for transition meeting.

_____	_____	_____
*Parent/s Care Provider/s	* Student	* Teacher
_____	_____	_____
* Agency Case Manager	Other (indicate title)	Other (indicate title)

FAMILY PREFERENCES FOR THE STUDENT'S DESIRABLE FUTURE:

Employment/Education:

Living Arrangement & Family Life:

Community Recreation and Social Activities:

ISSUES TO BE ADDRESSED:

___1.0	EMPLOYMENT & EDUCATION:	following directions, career awareness, daily responsibilities, exploratory work experience, job attitudes, supported employment, work station in industry, mobile work crew, volunteer, college or adult ed
___2.0	SERVICE/ACCESS:	bus pass, social security number, identification, birth certificate, driver's license, CA ID, draft, diploma/certificate
___3.0	RECREATION & LEISURE:	select from: home, neighborhood, school, community
___4.0	LIVING ARRANGEMENTS:	chores, pets, budget, upkeep, investigate options, family home, group home, staffed apt. or house, roommate
___5.0	FAMILY LIFE & SOCIAL:	peers, adults, family, co-workers, advocates, spouse
___6.0	PERSONAL MANAGEMENT:	self-care, self-protection, community resources, transportation
___7.0	HEALTH & MEDICAL:	doctor's appointments, insurance
___8.0	FINANCIAL & INCOME:	family needs, income, benefits, taxes, SSI
___9.0	ADVOCACY, LEGAL, & LONG-TERM SUPPORT	Regional Center, habilitation, rehabilitation

STUDENT'S NAME

PAGE _____ of _____

Transition Planning Issues & Long Range Goals	Objectives: Skill Training and/or Provision of Support Services	ITP Team Member Activities					
		Parent / Student		School/Employer/Vendor		Agency	
		Action	Time Line	Action	Time Line	Action	Time Line

NEXT ITP DATE_____ PERSON RESPONSIBLE TO SCHEDULE NEXT ITP_____PERSON TO MONITOR THIS ITP_____

PERSONS TO ATTEND THE NEXT ITP MEETING:

____Parent ___Student ___Case Manager ____DR Counselor ____Teacher _____Other

Appendix B: Teacher Exit Questionnaire

Transition Partnership Project
West End SELPA
Teacher Questionnaire

Student ID# _____ Date _____

Student Name _____ Class _____

Social Security # _____

Permanent Address _____
Number Street Apt.#

_____
City State Zip

Telephone # _____

Parent/Guardian _____

Academic and Vocational classes, questions 1-4. (Check all that apply)

1. Which of the following academic courses did the student take in special education classrooms?

( ) Health	( ) Mathematics	( ) Physical Education
( ) Drama/Speech	( ) Social Studies	( ) Family Life/Sex Educ.
( ) Foreign Lang.	( ) Science	( ) English/Literature
( ) Art/Music		( ) Other _____

2. On the average, what percentage of time did the student spend in regular education classrooms? _____

3. Which of the following academic courses did the student take in regular education classrooms?

( ) Health	( ) Mathematics	( ) Physical Education
( ) Drama/Speech	( ) Social Studies	( ) Family Life/Sex Educ.
( ) Foreign Lang.	( ) Science	( ) English/Literature
( ) Art/Music		( ) Other

4. Which of the following **vocational training courses** did the student take **on campus**?

( ) WorkAbility	( ) JTPA/Summer Youth Emp.	( ) Home Econ./ Consumer Econ.
( ) ROP	( ) Transition Partnership	( ) Janit./Housekeep.
( ) Work Experience	( ) Competitive Employmt.	( ) Other
( ) Automotive	( ) Cosmetology	_____
( ) Office/Business	( ) Maintenance/Const.	
( ) Agric./Farming	( ) Warehousing/Stocking	
( ) Medical/Hosp.	( ) Merch./Retail	
( ) Day Care	( ) Food Server/Restaurant	
( ) Indust. Tech.	( ) Grounds./Gardening	

5. Was an Individual Transition Plan (ITP) written for the student this year?

( ) Yes ( ) No

6. While in school did the student receive **social skills training** to help him/her to get along with other people?

( ) Yes ( ) No

7. While in school did the student receive **community skills training** to help him/her use community resources independently, i.e., shopping, transportation, banks, post office)?

( ) Yes ( ) No

8. While in school did the student receive **recreation/leisure skills training** to help him/her to get along with other people?

( ) Yes ( ) No

9. While in school did he/she receive **domestic skills training** (eating/dining, meal planning/cooking, self care/grooming, cleaning/laundry)?

( ) Yes ( ) No

10. How many hours each week did the student spend in community-based natural environments with non-handicapped individuals?

Recreational/Leisure	_____	Hrs.
Vocational Training	_____	Hrs.
Community Training	_____	Hrs.

11. Which of the following did the student receive in community-based vocational training in a competitive employment setting? (Check only one)

( ) Full-time Job Coach
( ) Part-time Job Coach
( ) Employer Trained and Supervised
( ) Other _____

12. In which of the following **community** activities did the student receive training? (Check all that apply)

( ) Shopping
( ) Use of Public Transportation
( ) Use of Community Resources
( ) Street Safety
( ) Dining out (Restaurants)
( ) Other _____

13. In which of the following **domestic** activities did the student receive training? (Check all that apply)

( ) Eating/Dining at Home
( ) Self Care/Grooming
( ) Budgeting/Household Management
( ) Meal Planning/Preparation
( ) Cleaning/Laundry
( ) Other _____

14. In which of the following **recreation/leisure** activities did the student receive training? (Check all that apply)

( ) Sports/Physical Activities
( ) Home Entertainment
( ) Community Entertainment
( ) Hobbies
( ) Clubs
( ) Other _____

15. What type of certificate did the student obtain? (Check only one)

( ) High School Diploma
( ) Differential Standards Diploma
( ) Certificate of Completion
( ) Did Not Complete Program
( ) Unknown
( ) Other _____

Revised: 3/90

Appendix C: Student Exit Questionnaire

Transition Partnership Project
West End SEPLA
Student Questionnaire

Student Name: _____

1. What is your current living arrangement? (Check only one)

( ) Parent/Guardian ( ) Supervised Apartment ( ) Group Home
( ) Sister/Brother ( ) Independent-with Friends ( ) With Attendant
( ) Independent-alone ( ) Relative ( ) Other
( ) Mental Facility/Institution _____

2. Check any of these from which you have received services. (Check all that apply)

( ) Regional Center ( ) Dept. of Pub. Social Services
( ) Dept. of Mental Health ( ) Job Training Partnership Agency
( ) Rehabilitation Services ( ) Department of Rehabilitation
( ) Employment Development Dept. ( ) Vocational
( ) Private Employment Agency ( ) Other _____

3. From whom do you usually seek assistance in decision-making or problem-solving? (Check all that apply)

( ) Parents ( ) Counselor/Psychologist ( ) Minister
( ) Friends ( ) Teacher/Former Teacher ( ) Other
( ) Spouse ( ) Job Coach/Co-Worker _____
( ) Sister/Brother ( ) Social Worker

4. In general, how do you feel about your life?

( ) Very Happy ( ) Happy ( ) Fairly Happy ( ) Not Happy at All

5. What is your current employment situation? (Check only one)

( ) Working, Full-time ( ) Not Working, Not Looking for Work
( ) Working, Part-time ( ) Not Working, Looking for Work
( ) Not Working, Volunteering ( ) Other _____

[illegible]

[illegible]

6. [illegible]

[illegible]: _____

[illegible]: _____

7. [illegible]: _____

8. [illegible]: _____
_____ [illegible]

9. [illegible]: ₹ _____ [illegible]

10. [illegible]? ([illegible])

( ) [illegible]
( ) [illegible]
( ) [illegible]
( ) [illegible]
( ) [illegible]
( ) [illegible]
( ) [illegible]
( ) [illegible]
( ) [illegible]
_____

11. [illegible]? _____ [illegible]
_____ [illegible]

12. [illegible]? ([illegible])

( ) [illegible]
( ) [illegible]
( ) [illegible]
( ) [illegible]
( ) [illegible]
( ) [illegible]
( ) [illegible]
_____

[illegible]

13. [illegible]? ([illegible])

( ) [illegible]
( ) [illegible]
( ) [illegible]
( ) [illegible]
( ) [illegible]
( ) [illegible]
_____

[illegible]: 3/[illegible]

Over-Out-Block Read-a-thon
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Transition Partnership Project
West End SELPA
Follow-up Questionnaire

Name: _____

Social Security #:_____ Date: _____

If the question or answer does not apply to your present situation, please leave it blank. Check only one answer for each question, unless that question requests otherwise.

******** Section A: Home life **********

1. Where do you live? (Check only one)

( ) Parent/Guardian ( ) Supervised Apartment ( ) Group Home
( ) Sister/Brother ( ) Independent-With Friends ( ) With Attendant
( ) Independent-Alone ( ) Other Relative ( ) Other
( ) Residential Facility/Institution _____

2. How long have you lived there? _____ years
_____ months

3. What type of place is it? (Check only one)

( ) House ( ) Apartment ( ) Hotel
( ) Hospital ( ) Residential Center ( ) Condominium
( ) Other _____

4. Aside from yourself, how many people live with you? _____

5. How happy are you there?

( ) Very Happy ( ) Happy ( ) Fairly Happy ( ) Not Happy at all

6. Do you have exceptional physical needs?

Yes_____ No_____

7. If yes, does your home meet your physical needs?

Yes_____ No_____

8. How healthy are you?

( ) Very ( ) Fairly ( ) Somewhat ( ) Not very

9. Are you:

( ) Single ( ) Married ( ) Separated ( ) Divorced ( ) Widowed

10. How many children, or dependents, do you have? _____

11. Which of the following do you do yourself? (Check all that apply)

( ) Write checks for purchases ( ) Buy things
( ) Pay bills ( ) Balance checkbook
( ) Have savings account

12. Other than from working, how do you get money? (Check all that apply)

( ) Department of Social Services ( ) Insurance
( ) Social Security Commission ( ) Trust fund
( ) Parents/Guardians/Care Provider ( ) Relative (not parents)
( ) Other (specify) _____

******** Section B: Community ********

13. How do you get to where you want to go? (Check all that apply)

( ) Walk ( ) Parent/Guardian ( ) Specialty Bus/Van
( ) Drive Car ( ) Friend ( ) Public Transport.
( ) Car pool ( ) Bike ( ) Sister/Brother
( ) Spouse drives ( ) Other _____

14. What activities do you do? (Check all that apply)

( ) Visiting with friends & relatives
( ) Hobbies (e.g. sewing, coin collecting)
( ) Sports ( ) Games
( ) Church ( ) Clubs
( ) Watch TV ( ) Community Recreation
( ) Other _____

15. Where do you regularly go on your own? (Check all that apply)

( ) Banks ( ) Stores ( ) Restaurants
( ) Barber or hair stylist ( ) Library ( ) Post Offices
( ) Other (specify) _____

16. How do you feel about your life?

( ) Very Happy ( ) Happy ( ) Fairly Happy ( ) Not at all Happy

******** Section C: Employment *********

17. What is your employment situation? (Check only one)

( ) Working, Full-time
( ) Working, Part-time
( ) Not Working, Volunteering
( ) Not Working, Not Looking for Work
( ) Not Working, Looking for Work
( ) Other _____

If you are working, answer the next set of questions.

18. Where do you work?

Name of Business:_____.

City:_____

19. What is your title?_____

20. On the average, how many hours do you work each week?
_____ hours

21. What is your hourly wage: $ _____ per hour

22. How long have you been working on this job? ____ Yrs
____ Months

23. What benefits do you receive from your employer? (Check all that apply)

( ) Life Insurance
( ) Free Meals/Employee Discount
( ) Dental Insurance
( ) Paid Vacation
( ) Medical Insurance
( ) Sick Leave
( ) Other
_____

If you are not employed, answer these two questions.

24. What was your reason for leaving your most recent job? (Check only one)

( ) Quit
( ) Moved
( ) Finished Training Program
( ) Fired, poor performance
( ) Fired, not performance
( ) Other
_____

25. What is the most important reason that you don't have a job? (Check only one)

( ) Lack of Transportation
( ) Volunteering
( ) Attending Sch. or in Training Sch.
( ) Parent/Guardian Objects
( ) Health/Physical Limitations
( ) Concerned with Loss of Benefits
( ) Homemaker
( ) No Work Skills
( ) Cannot Find a Job
( ) Don't Want a Job
( ) Other _____

26. Have you used any of these in the past year? (Check all that apply)

( ) Community College
( ) Adult Education
( ) Vocational/Trade School
( ) Regional Occupational Prog. (ROP)
( ) College/University
( ) Apprenticeship
( ) Other (specify) _____.

For the next questions, rate the agency you have used in the past year on your level of satisfaction with their service.

27. From which of the following have you received help to get a job? (Check all that apply)

	I am ____ satisfied. 1 very	2 fairly	3 not at all	4 not used
28. Department of Rehabilitation	( )	( )	( )	( )
29. Department of Mental Health	( )	( )	( )	( )
30. Employment Develop. Dept.(EDD)	( )	( )	( )	( )
31. Regional Center	( )	( )	( )	( )
32. Habilitation Services	( )	( )	( )	( )
33. WorkAbility	( )	( )	( )	( )
34. Job Train. Partner. Ag.(JTPA)	( )	( )	( )	( )
35. Other _____	( )	( )	( )	( )

******** Section D: Future plans ********

36. In the future what job do you **hope** to have?

_____

37. How **certain** are you that you will reach this goal?

( ) Very ( ) Fairly ( ) Somewhat ( ) Not at all

38. Do you plan to return to school to further your education?

Yes ____ No _____

39. **If you do plan to return to school**, why? (Check all that apply)

( ) It will help me get a better job
( ) I like learning new things
( ) I like the people I meet there
( ) There is nothing better to do
( ) Someone told me to do it.
( ) Other _____

40. Who will help you to find your **next** job? (Check all that apply)

( ) Find Job Independently	( ) Private Employment Agency
( ) Parent/Relative/Friend	( ) Former Teacher/Counselor
( ) Department of Rehabilitation	( ) Department of Mental Health
( ) Regional Center	( ) Habilitation Services
( ) Employment Development Dept. (EDD)	( ) Work Ability
( ) Job Training Partnership Ag. (JTPA)	( ) Other

_____

******** Section E: Contacts *********

41. Did someone help you complete this survey? Yes____ No_____

42. **If yes**, who? (Check all that apply)

( ) Parent	( ) Friend	( ) Spouse
( ) Sister/Brother	( ) Counselor/ Psychologist	
( ) Teacher/ Former Teacher		( ) Social Worker
( ) Job Coach/Co-Worker		( ) Minister

( ) Other _____

43. Name two people who would know where you are for the next two years?

Name: _____

Telephone: ( ) _____

Address: _____

Relationship: _____

Name: _____

Telephone: ( ) _____

Address: _____

Relationship: _____

Revised: 3/90

Appendix E: Data File Record Layouts

STUDENTS.DAT Data File

Variable	Description	Columns	Alpha(?)
Studid	'Student ID Number'	1-5	(A)
Studname	'Student Name'	6-30	(A)
Status	'Student Status Code'	31	(A)
DOB	'Student Date of Birth - YYMMDD'	32-37	
Agegroup	'Student Age Group'	38	
Gender	'Student Gender'	39	(A)
Liveswit	'Who Student Lives With'	40	
County	'County ID Code Number'	41-42	(A)
Contact	'Contact Person Name'	43-67	(A)
Address	'Contact Person Address'	68-92	(A)
City	'Contact Person City'	93-106	(A)
Zip	'Contact Person Zip Code'	107-111	(A)
Phone	'Contact Person Telephone'	116-125	(A)
District	'School ID Code Number'	126-131	
Grade	'Grade Student Enrolled In'	132-133	
Ethnicit	'Student Ethnic Group'	134	
Language	'Student Primary Language'	135	
English	'Student English Speaking Capacity'	136	
Handicap	'Student Handicapping Condition'	137-138	

ANSWER1.DAT Data File

Variable	Description	Columns	Alpha(?)
Form	'Questionnaire'	1-2	
Question	'Question Number'	3-4	
Studid	'Student ID Number'	5-9	(A)
Answer	'Answer to the Question'	10-11	

ANSWER2.DAT Data File

Variable	Description	Columns	Alpha(?)
Form	'Questionnaire'	1-2	
Question	'Question Number'	3-4	
Subques	'Subquestion Number'	5-6	
Studid	'Student ID Number'	7-11	(A)
Answer	'Answer to the Question'	13-100	(A)

Appendix F: SPSS/PC+ Import Procedures

WESELPA.SPS

```
include students.sps.
include answer2.sps.
include answer1.sps.
```

STUDENTS.SPS

```
set more off.
Data List File = 'STUDENTS.DAT' Fixed /
    Studid          1-5         (A)
    Studname        6-30        (A)
    Status          31          (A)
    DOB             32-37
    Agegroup        38
    Gender          39          (A)
    Liveswit        40
    County          41-42       (A)
    Contact         43-67       (A)
    Address         68-92       (A)
    City            93-106      (A)
    Zip             107-111     (A)
    Phone           116-125     (A)
    District        126-131
    Grade           132-133
    Ethnicit        134
    Language        135
    English         136
    Handicap        137-138.
Variable label
    Studid     'Student ID Number' /
    Studname   'Student Name' /
    Status     'Student Status Code' /
    DOB        'Student Date of Birth - YYMMDD' /
    Agegroup   'Student Age Group' /
    Gender     'Student Gender' /
    Liveswit   'Who Student Lives With' /
    County     'County ID Code Number' /
    Contact    'Contact Person Name' /
    Address    'Contact Person Address' /
    City       'Contact Person City' /
    Zip        'Contact Person Zip Code' /
    Phone      'Contact Person Telephone' /
    District   'School ID Code Number' /
    Grade      'Grade Student Enrolled In' /
    Ethnicit   'Student Ethnic Group' /
```

```
    Language  'Student Primary Language' /
    English   'Student English Speaking Capacity' /
    Handicap  'Student Handicapping Condition'.
Value label Gender 'M' 'Male'  'F' 'Female'.
include liveswit.inc.
include county.inc.
include district.inc.
include ethnicit.inc.
include language.inc.
include english.inc.
include handicap.inc.
sort cases by studid.
Save outfile = 'STUDENTS.SYS'.
set more on.
```

ANSWER1.SPS

```
set more off.
Data List File = 'ANSWER1.DAT' Fixed /
    Form      1-2
    Question  3-4
    Studid    5-9       (A)
    Answer    10-11.
compute frmque = (form*100)+question.
compute frmqueno = (form*10000)+(question*100)+answer.
Variable label
    Form      'Questionnaire' /
    Question  'Question Number'
    Studid    'Student ID Number'
    Answer    'Answer to the Question'
    frmque    'Form-Question'
    frmqueno  'Form-Question-Answer'.
Formats answer (F2.0).
Value label Form
    1    'Teacher'
    2    'Student'
    3    'Follow-up #1'
    4    'Follow-up #2'
    5    'Follow-up #3'
    99   'Contact Info'/
    question
    1    'Question 1'
    2    'Question 2'
    3    'Question 3'
    4    'Question 4'
    5    'Question 5'
    6    'Question 6'
    7    'Question 7'
    8    'Question 8'
```

```
    9     'Question 9'
    10    'Question 10'
    11    'Question 11'
    12    'Question 12'
    13    'Question 13'
    14    'Question 14'
    15    'Question 15'
    16    'Question 16'
    17    'Question 17'
    18    'Question 18'
    19    'Question 19'
    20    'Question 20'
    21    'Question 21'
    22    'Question 22'
    23    'Question 23'
    24    'Question 24'
    25    'Question 25'
    26    'Question 26'
    27    'Question 27'
    28    'Question 28'
    29    'Question 29'
    30    'Question 30'.
include frmqueno.inc.
include frmque.inc.
Sort cases by frmqueno.
Save outfile = 'ANSWER1.SYS'.
Set more on.
```

ANSWER2.SPS

```
set more off.
Data List File = 'ANSWER2.DAT' Fixed /
    Form      1-2
    Question  3-4
    Subques   5-6
    Studid    7-11      (A)
    Answer    13-100    (A).
compute frmquesu = (form*10000) + (question*100) + subques.
Variable label
    Form      'Questionnaire' /
    Question  'Question Number' /
    Subques   'Subquestion Number' /
    Studid    'Student ID Number' /
    Answer    'Answer to the Question'.
```

```
Value label form
     1     'Teacher'
     2     'Student'
     3     'Follow-up #1'
     4     'Follow-up #2'
     5     'Follow-up #3'
     99    'Contact information' /
           Subques
     99    'Other'/
     question
     1     'Question 1'
     2     'Question 2'
     3     'Question 3'
     4     'Question 4'
     5     'Question 5'
     6     'Question 6'
     7     'Question 7'
     8     'Question 8'
     9     'Question 9'
     10    'Question 10'
     11    'Question 11'
     12    'Question 12'
     13    'Question 13'
     14    'Question 14'
     15    'Question 15'
     16    'Question 16'
     17    'Question 17'
     18    'Question 18'
     19    'Question 19'
     20    'Question 20'
     21    'Question 21'
     22    'Question 22'
     23    'Question 23'
     24    'Question 24'
     25    'Question 25'
     26    'Question 26'
     27    'Question 27'
     28    'Question 28'
     29    'Question 29'
     30    'Question 30'.
include frmquesu.inc.
Sort cases by form question subques answer.
Save outfile = 'ANSWER2.SYS'.
set more on.
```

Appendix G: SPSS/PC+ Crosstabulation Procedure

xbycats.sps

```
get file='answer1.sys'.
aggregate outfile=* /break=studid form /count=n(studid).
join match file=* /table='students.sys' /by=studid.
set screen off.
set printer on.
xtabs  status  agegroup  gender  liveswit  grade  ethnicit  language  english
handicap
  by form /option=4.
set printer off.
set screen on.
```

Appendix H: Crosstabulation Report

		Count Col Pct	Teacher 1	Student 2	Row Total
ETHNIC					
	A		3 6.3%	2 4.3%	5 4.6%
	C		42 93.3%	65 95.7%	107 94.7%
	I		1 1.3%		1 .9%
AGEGROUP					
	5		3 6.3%	1 2.1%	4 3.5%
	6		42 93.3%	66 97.9%	108 95.6%
	7		1 1.3%		1 .9%
GENDER					
	Female		21 31.8%	17 36.2%	38 33.6%
	Male		43 68.2%	30 63.8%	73 66.4%
LIVEWITH					
	Parent		43 98.3%	66 97.9%	111 98.2%
	Foster Home		1 1.3%	1 2.1%	2 1.8%
GRADE					
	8		1 1.3%		1 .9%
	9		1 1.3%	1 2.1%	2 1.8%
	10		2 3.3%	1 2.1%	3 2.7%
	11		2 3.3%	1 2.1%	3 2.7%
	12		40 93.3%	44 93.6%	104 92.0%

	Count Col Pct	Teacher 1	Student 2	Row Total
[illegible]				
	Hispanic	20 30.30	53 80.30	73 57.48
	Black	2 3.03	1 1.52	3 2.36
	White	44 66.67	12 18.18	56 44.09
LANGUAGE				
	English	63 95.45	62 93.94	125 98.43
	Spanish	1 1.52	1 1.52	2 1.57
	Portuguese	1 1.52		1 .79
	Other	1 1.52	3 4.55	4 3.15
ENGLISH				
	Limited English	2 3.03	4 6.06	6 4.72
	Fluent English	64 96.97	62 93.94	121 95.28
GRADE				
	Learning Disabil	60 90.91	63 95.45	123 96.85
	Severe Language	1 1.52	1 1.52	2 1.57
	Blind	2 3.03	1 1.52	3 2.36
	Partially Seeing	1 1.52	1 1.52	2 1.57
	Orthopedic Handi	1 1.52	1 1.52	2 1.57
	Otherwise Defende	1 1.52	1 1.52	2 1.57
	Column	66	67	133

Appendix I: SPSS/PC+ Report Procedures

```
DATA LIST FREE /...
BEGIN DATA
...
END DATA.
VARIABLE LABELS ... /VALUE LABELS ... /MISSING VALUES ...
VARIABLE LABELS ... /VALUE LABELS ... /WRITE FORMATS ... /PRINT FORMATS ...
LIST VARIABLES=... /CASES FROM ... TO ... BY ...
RECODE ... (... THRU ... = ...) (... THRU ... = ...) (... THRU ... = ...) (... THRU ... = ...)
(... THRU ... = ...)
```

```
  /break frequesu 'Test of Question' (label) (page) (55)
  / summary = validn 'Total Responses' (answer).
set printer off.
set screen on.
set more on.

GSPCSD.GSG

set more off.
get file='answer2.sys'.
select  if  (frequesu=010201  or  frequesu=011001  or  frequesu=011002  or
frequesu=011003 or frequesu=020801 or frequesu=020901 or frequesu=021101 or
frequesu=021102 or frequesu=030201 or frequesu=030202 or frequesu=030401 or
frequesu=031001 or frequesu=032001 or frequesu=032101 or frequesu=032201 or
frequesu=032202).
write variables=all.
data list file='spss.prc' free
  / form question subques studid (a) answer frequesu.
variable label
  form      'Questionnaire' /
  question  'Question Number' /
  subques   'Subquestion Number' /
  studid    'Student ID Number' /
  answer    'Answer to the Question'.
value label form
  1     'Teacher'
  2     'Student'
  3     'Follow-up #1'
  4     'Follow-up #2'
  5     'Follow-up #3'
  99    'Contact Information'.
include frequesu.inc.
set screen off.
set printer on.
set width=80.
set length=59.
formats answer (f8.0).
report /format automatic list
  /variables answer 'Answer' (right) (10)
  /title center 'West End SELPA Transition Partnership Project'
                'Questionnaire Responses - Numeric Answers'
  /break form (page) (13)
  /break frequesu 'Test of Question' (label) (page) (55)
  /summary = validn 'Total Responses' (answer)
  /summary = min 'Smallest Response' (answer)
  /summary = max 'Largest Response' (answer)
  /summary = mean 'Average Response' (answer (2))
  /summary = stddev 'Standard Deviation' (answer (2)).
set printer off.
set screen on.
set more on.
```

Appendix J: SPSS/PC+ Reports

West End SELPA Transition Partnership Project
Questionnaire Responses - Checked Answers

Questionnaire	Text of Question	Text of Answer	Count	% Counts	% Respon
Teacher	1. Academic courses in Special Ed Classrooms?	1. Health	6	2.91%	9.09%
		2. Drama/Speech	1	.49%	1.52%
		4. Art/Music	1	.49%	1.52%
		5. Mathematics	46	22.33%	69.70%
		6. Social Studies	34	16.50%	51.52%
		7. Science	29	14.08%	43.94%
		8. Physical Education	8	3.88%	12.12%
		9. Family Life/Sex Education	10	4.85%	15.15%
		10. English/Literature	56	27.18%	84.85%
		50. Other	15	7.28%	22.73%
	Total Counts		206		
	Total Respondents				66

West End SELPA Transition Partnership Project
Questionnaire Responses - Checked Answers

Questionnaire	Text of Question	Text of Answer	Count	% Counts	% Respon
Teacher	3. Academic courses in Regular Ed Classrooms?	1. Health	42	11.90%	63.64%
		2. Drama/Speech	11	3.12%	16.67%
		3. Foreign Language	5	1.42%	7.58%
		4. Art/Music	54	15.30%	81.82%
		5. Mathematics	33	9.35%	50.00%
		6. Social Studies	45	12.75%	68.18%
		7. Science	44	12.46%	66.67%
		8. Physical Education	53	15.01%	80.30%
		9. Family Life/Sex Education	27	7.65%	40.91%
		10. English/Literature	27	7.65%	40.91%
		30. Other	10	2.83%	15.15%
		31. No Response	2	.57%	3.03%
	Total Counts		353		
	Total Respondents				66

West End SELPA Transition Partnership Project
Questionnaire Responses - Checked Answers

Questionnaire	Text of Question	Text of Answer	Count	% Counts	% Respon
Teacher	4. Vocational training courses taken on campus?	1. WorkAbility	9	7.26%	13.64%
		2. IEP	23	18.55%	34.85%
		3. Work Experience	16	12.90%	24.24%
		4. Automotive	10	8.06%	15.15%
		5. Office/Business	5	4.03%	7.58%
		6. Agr./Farming	3	2.42%	4.55%
		7. Medical/Hospital	2	1.61%	3.03%
		8. Day Care	3	2.42%	4.55%
		9. Indust. Tech.	5	4.03%	7.58%
		10. JTPA/Summer Youth Employment Training	4	3.23%	6.06%
		11. Transition Partnership	3	2.42%	4.55%
		12. Competitive Employment	2	1.61%	3.03%
		13. Cosmetology	3	2.42%	4.55%
		14. Maintenance/Construction	1	.81%	1.52%
		16. Merc./Retail	2	1.61%	3.03%
		17. Food Server/Restaurant	2	1.61%	3.03%
		19. Home Econ./Consumer Econ.	13	10.48%	19.70%
		30. Other	4	3.23%	6.06%
		31. No Response	14	11.29%	21.21%
	Total Counts		124		
	Total Respondents				66

West End SELPA Transition Partnership Project
Questionnaire Responses - Checked Answers

Questionnaire	Text of Question	Text of Answer	Count	% Counts	% Respon
Teacher	5. Was an ITP written for this year?	1. Yes	28	42.42%	42.42%
		2. No	38	57.58%	57.58%
	Total Counts		66		
	Total Respondents				66

West End SELPA Transition Partnership Project
Questionnaire Responses - Checked Answers

Questionnaire	Text of Question	Text of Answer	Count	% Counts	% Respon
Teacher	6. Did student receive social skills in school?	1. Yes	46	69.70%	69.70%
		2. No	20	30.30%	30.30%
	Total Counts		66		
	Total Respondents				66

West End SELPA Transition Partnership Project
Questionnaire Responses - Checked Answers

Questionnaire	Text of Question	Text of Answer	Count	% Counts	% Respon
Teacher	7. Did student receive community skills in school?	1. Yes	33	50.00%	50.00%
		2. No	32	48.48%	48.48%
		3. No Response	1	1.52%	1.52%
	Total Counts		66		
	Total Respondents				66

West End SELPA Transition Partnership Project
Questionnaire Responses - Checked Answers

Questionnaire	Text of Question	Text of Answer	Count	% Counts	% Respon
Teacher	8. Did student receive rec/leis skills in school?	1. Yes	36	54.55%	54.55%
		2. No	29	43.94%	43.94%
		3. No Response	1	1.52%	1.52%
	Total Counts		66		
	Total Respondents				66

West End SELPA Transition Partnership Project
Questionnaire Responses - Checked Answers

Questionnaire	Text of Question	Text of Answer	Count	% Counts	% Respon
Teacher	9. Did student receive domestic skills in school?	1. Yes	28	42.42%	42.42%
		2. No	38	57.58%	57.58%
	Total Counts		66		
	Total Respondents				66

West End GSLPN Transition Partnership Project
Questionnaire Responses - Checked Answers

Questionnaire	Text of Question	Text of Answer	Count	% Counts	% Respon
Teacher	11. Student support in community was training?	1. Full-time job Coach	1	1.49%	1.52%
		2. Part-time job Coach	4	5.97%	6.06%
		3. Employer trained and supervised	10	14.93%	15.15%
		30. Other	7	10.45%	10.61%
		31. No Response	42	62.69%	63.64%
	Total Counts		67		
	Total Respondents				66

[illegible] Transition Partnership Project
[illegible] Responses - Ranked Answers

Subtotal by	Text of Question	Text of Answer	Count	% Counts	% Respon
Teacher	10. Support for training in community activities?	1. Shopping	8	8.9%	12.12%
		2. Use of Public Transportation	11	12.36%	16.67%
		3. Use of Community Resources	10	11.24%	15.15%
		4. Street Safety	7	7.87%	10.61%
		5. Driving Ed (Handicapped)	9	10.11%	13.64%
		30. Other	3	3.37%	4.55%
		31. No Response	38	42.70%	57.58%
	Total Counts		89		
	Total Respondents				66

[illegible] Sub-Saharan Transition Partnership
[illegible] Responses – Example Answers

Stakeholder	Task of Question	Task of Answer	Count	% Count	% Weight
Teacher	(5) Support for training in domestic activities?	1. Caring/Driving (at home)	3	3.26%	4.35%
		2. Self-Care/Cooking	7	7.53%	10.78%
		3. Budgeting/Household Management	5	5.48%	8.33%
		4. Web Planning/Preparation	21	21.43%	21.43%
		5. Cleaning/Laundry	3	3.70%	3.26%
		99. No Response	36	36.97%	41.41%
	Total Inputs		97		
	Total Respondents				92

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
		[illegible]	[illegible]	[illegible]	[illegible]
		[illegible]	[illegible]	[illegible]	[illegible]
		[illegible]	[illegible]	[illegible]	[illegible]
		[illegible]	[illegible]	[illegible]	[illegible]
		[illegible]	[illegible]	[illegible]	[illegible]
		[illegible]	[illegible]	[illegible]	[illegible]
		[illegible]	[illegible]	[illegible]	[illegible]
	[illegible]				
	[illegible]				

West End SELPA Transition Partnership Project
Questionnaire Responses - Checked Answers

Questionnaire	Text of Question	Text of Answer	Count	% Counts	% Respon
Teacher	15. What certificate did the student obtain?	1. High School Diploma	45	67.16%	68.18%
		2. Differential Standards Diploma	12	17.91%	18.18%
		4. Did not Complete Program	7	10.45%	10.61%
		30. Other	1	1.49%	1.52%
		31. No Response	2	2.99%	3.03%
	Total Counts		67		
	Total Respondents				66

West End SELPA Transition Partnership Project
Questionnaire Responses - Checked Answers

Questionnaire	Text of Question	Text of Answer	Count	% Counts	% Respon
Student	1. What is your current living arrangement?	1. Parent/Guardian	42	87.50%	89.36%
		6. Independent-friends	2	4.17%	4.26%
		30. Other	4	8.33%	8.51%
	Total Counts		48		
	Total Respondents				47

West End SELPA Transition Partnership Project
Questionnaire Responses - Checked Answers

Questionnaire	Text of Question	Text of Answer	Count	% Counts	% Respon
Student	2. From whom have you received services?	1. Regional Center	3	5.45%	6.38%
		4. Employment Development Dept.	3	5.45%	6.38%
		6. Dept of Pub Social Services	3	5.45%	6.38%
		7. Job Train Partnership Agency	3	5.45%	6.38%
		8. Dept of Rehabilitation	15	27.27%	31.91%
		9. Work Ability	5	9.09%	10.64%
		30. Other	2	3.64%	4.26%
		31. No Response	21	38.18%	44.68%
	Total Counts		55		
	Total Respondents				47

West End SELPA Transition Partnership Project
Questionnaire Responses - Checked Answers

Questionnaire	Text of Question	Text of Answer	Count	% Counts	% Respon
Student	3. From whom do you seek assistance?	1. Parents	29	51.79%	61.70%
		2. Friends	9	16.07%	19.15%
		3. Spouse	1	1.79%	2.13%
		4. Sister(s)/Brother(s)	1	1.79%	2.13%
		9. Minister/Priest/Rabbi	1	1.79%	2.13%
		30. Other	14	25.00%	29.79%
		31. No Response	1	1.79%	2.13%
	Total Counts		56		
	Total Respondents				47

West End SELPA Transition Partnership Project
Questionnaire Responses - Checked Answers

Questionnaire	Text of Question	Text of Answer	Count	% Counts	% Respon
Student	4. In general, how do you feel about your life?	1. Very Happy	11	23.40%	23.40%
		2. Happy	23	48.94%	48.94%
		3. Fairly Happy	10	21.28%	21.28%
		4. Not Happy at All	2	4.26%	4.26%
		31. No Response	1	2.13%	2.13%
	Total Counts		47		
	Total Respondents				47

West End SELPA Transition Partnership Project
Questionnaire Responses - Checked Answers

Questionnaire	Text of Question	Text of Answer	Count	% Counts	% Respon
Student	5. What is your employment situation?	1. Working, Full-time	6	12.24%	12.77%
		2. Working, Part-time	12	24.49%	25.53%
		3. Not Working, Volunteering	1	2.04%	2.13%
		4. Not Working, Not Looking for Work	2	4.08%	4.26%
		5. Not Working, Looking for Work	20	40.82%	42.55%
		30. Other	7	14.29%	14.89%
		31. No Response	1	2.04%	2.13%
	Total Counts		49		
	Total Respondents				47

West End SELPA Transition Partnership Project
Questionnaire Responses - Checked Answers

Questionnaire	Text of Question	Text of Answer	Count	% Counts	% Respon
Student	10. How do you get to work?	1. Walk	1	1.96%	2.13%
		2. Drive Car	15	29.41%	31.91%
		4. Parent/Guardian	6	11.76%	12.77%
		5. Friend	1	1.96%	2.13%
		8. Public (taxi,bus,dial-a-ride)	1	1.96%	2.13%
		9. Sister/Brother	2	3.92%	4.26%
		30. Other	4	7.84%	8.51%
		31. No Response	21	41.18%	44.68%
	Total Counts		51		
	Total Respondents				47

Questionnaire	Text of Question	Text of Answer	Count	% Counts	% Respon
Student	12. What employment benefits do you receive?	1. Life Insurance	5	7.46%	10.64%
		2. Free Meals/Employee Discount	6	8.96%	12.77%
		3. Dental Insurance	5	7.46%	10.64%
		4. Paid Vacation	5	7.46%	10.64%
		5. Medical Insurance	5	7.46%	10.64%
		6. Sick Leave	5	7.46%	10.64%
		99. Other	4	5.97%	8.51%
		77. No Response	32	47.76%	68.09%
	Total Counts		67		
	Total Respondents				47

[illegible]

Questionnaire	Item of Question	Item of Answer	Count	% Counts	% Answer
Student	15. (If not working, what reasons for leaving?)	1. [illegible]	6	10.909	10.909
		5. [illegible]	4	8.215	8.215
		99. Other	3	6.388	6.388
		01. No Response	36	74.479	74.479
	Total: Counts		47		
	Total: Respondents				47

[illegible] Sub-Saharan Africa Higher Education Partnership Program
[illegible] Scholarship Recipients – "Short" and Regular Programs

[illegible]	Year of Appointment	Year of Degree
Teacher	1. [illegible] courses in Special Ed [illegible]	[illegible]
	Total Degrees	1

[illegible]

[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
	[illegible]	[illegible]

West End GELFS Transition Partnership Project
Questionnaire Responses - "Other" and Textual Answers

Questionnaire	Text of Question	Text of Answer
Teacher	11. Student support in community via training?	[illegible]
	Total Responses	7

West End SELPA Transition Partnership Project
Questionnaire Responses - "Other" and Textual Answers

Questionnaire	Text of Question	Text of Answer
Teacher	12. Support for training in community activities?	HOME, STUDENT A CAR WHEN HE ENTERED SHE WAS SELF SUFFICIENT STUDENT SOCIALLY AWARE
	Total Responses	3

West End SELPA Transition Partnership Project
Questionnaire Responses - "Other" and Textual Answers

Questionnaire	Text of Question	Text of Answer
Teacher	14. Support for training in rec/leis activities?	NONE NONE-SELF SUFFICIENT SWIMMING
	Total Responses	3

West End SELPA Transition Partnership Project
Questionnaire Responses - "Other" and Textual Answers

Questionnaire	Text of Question	Text of Answer
Teacher	15. What certificate did the student obtain?	ATTENDING CONSTR. SCH
	Total Responses	1

West End SELPA Transition Partnership Project
Questionnaire Responses - "Other" and Textual Answers

Questionnaire	Text of Question	Text of Answer
Student	1. What is your current living arrangement?	BROTHER & GRANDMOTHER FOSTER HOME HUSBAND ORIENTATION CTR FOR THE BLIND,ALBANY CA
	Total Responses	4

West End SELPA Transition Partnership Project
Questionnaire Responses - "Other" and Textual Answers

Questionnaire	Text of Question	Text of Answer
Student	2. From whom have you received services?	NONE REFUSED BY VO REHAB
	Total Responses	2

West End SELPA Transition Partnership Project
Questionnaire Responses - "Other" and Textual Answers

Questionnaire	Text of Question	Text of Answer
Student	3. From whom do you seek assistance?	AIMEE-GIRLFRIEND
		COUNSELOR/PSYCOLOGIST
		FRIENDS
		FRIENDS
		FRIENDS
		FRIENDS/COUNSELOR/PSYCH./TEACHER
		GRANDMOTHER
		GRANDMOTHER
		I KEEP IT TO MY SELF
		MYSELF
		MYSELF
		MYSELF
		SISTER/BROTHER
		TEACHER/FORMER TEACHER
	Total Responses	14

West End SELPA Transition Partnership Project
Questionnaire Responses - "Other" and Textual Answers

Questionnaire	Text of Question	Text of Answer
Student	5. What is your employment situation?	GOING TO SCHOOL\
		OCCASIONALY BABYSIT
		ON-CALL
		PART TIME
		POMONA VALLEY WORKSHOP
		VACATION
		WANT TO GO TO COLLEGE
	Total Responses	7

West End SELPA Transition Partnership Project
Questionnaire Responses - "Other" and Textual Answers

Questionnaire	Text of Question	Text of Answer
Student	6. Name of business where you work?	ARMSTRONG LEARNING CTR BARRO'S PIZZA BURGERING BURGERING CAL-RUSS CONSTRUCTION CALIF FIT CHINO VALLEY SAWDUST DFH, INC. EL POLLO LOCO IN-N-OUT KELLEHER CORP. KENNEDY LETTERING POMONA VALLEY WORKSHOP PREMIUM DIST. CO STATER BROS. STATER BROS. TACO BELL THRIFTY DRUG UPLAND UNIF. SCH. DIST. WESTERN HILLS GOLF & COUNTRY CLUB
	Total Responses	20

Questionnaire	Text of Question	Text of Answer
Student	6. City of business where you work?	[illegible]
		[illegible]
		[illegible]
		[illegible]
		[illegible]
		[illegible]
		[illegible]
		[illegible]
		[illegible]
		[illegible]
		[illegible]
		[illegible]
		[illegible]
		[illegible]
		[illegible]
		[illegible]
	Total Responses	19

[illegible]	[illegible]	[illegible]
Student	A. What is your title?	[illegible]
	Total Responses	20

[illegible] [illegible] [illegible] [illegible]
[illegible] [illegible] [illegible]

[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
	[illegible]	0

[illegible]

[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
	[illegible]	0

West End SELPA Transition Partnership Project
Questionnaire Responses - Numeric Answers

Questionnaire	Text of Question	Answer
Teacher	2. Average percent of time spend in Regular Ed?	1
		10
		16
		16
		30
		30
		32
		32
		32
		40
		40
		40
		48
		49
		49
		50
		60
		60
		61
		65
		67
		67
		67
		67
		67
		67
		67
		67
		68
		70
		70
		75
		80
		80
		80
		80
		82
		82
		82
		83
		85
		85
		85
		85

West End SELPA Transition Partnership Project
Questionnaire Responses - Numeric Answers

Questionnaire	Text of Question	Answer
		85
		85
		88
		90
		90
		90
		90
		90
		90
		90
		90
		90
		90
	Total Responses	58
	Smallest Response	1
	Largest Response	90
	Average Response	65.81
	Standard Deviation	23.94

West End SELPA Transition Partnership Project
Questionnaire Responses - Numeric Answers

Questionnaire	Text of Question	Answer
Teacher	10. Hours spent in natural environments - rec/leis?	1
		1
		1
		1
		2
		2
		2
		5
		5
		5
		5
		5
		5
		10
		20
	Total Responses	15
	Smallest Response	1
	Largest Response	20
	Average Response	4.67
	Standard Deviation	4.92

West End SELPA Transition Partnership Project
Questionnaire Responses - Numeric Answers

Questionnaire	Text of Question	Answer
Teacher	10. Hours spent in natural environments - voc trng?	1
		1
		1
		2
		2
		2
		4
		5
		5
		10
		10
		10
		10
		20
	Total Responses	14
	Smallest Response	1
	Largest Response	20
	Average Response	5.93
	Standard Deviation	5.47

West End SELPA Transition Partnership Project
Questionnaire Responses - Numeric Answers

Questionnaire	Text of Question	Answer
Teacher	10. Hours spent in natural environments - comm trng?	1
		1
		2
		2
		2
		2
		5
		5
		15
		30
	Total Responses	10
	Smallest Response	1
	Largest Response	30
	Average Response	6.50
	Standard Deviation	9.25

West End SELPA Transition Partnership Project
Questionnaire Responses - Numeric Answers

Questionnaire	Text of Question	Answer
Student	8. How many hours to you work each week?	7
		10
		12
		16
		16
		24
		24
		25
		30
		30
		30
		30
		40
		40
		40
		40
		40
		40
		40
	Total Responses	19
	Smallest Response	7
	Largest Response	40
	Average Response	28.11
	Standard Deviation	11.48

West End SELPA Transition Partnership Project
Questionnaire Responses - Numeric Answers

Questionnaire	Text of Question	Answer
Student	9. What is your hourly wage?	424
		425
		425
		425
		425
		425
		425
		425
		425
		425
		450
		460
		520
		525
		550
		600
		600
		675
		800
		1000
	Total Responses	20
	Smallest Response	424
	Largest Response	1000
	Average Response	521.45
	Standard Deviation	153.12

West End SELPA Transition Partnership Project
Questionnaire Responses - Numeric Answers

Questionnaire	Text of Question	Answer
Student	11. How long (years) have you been working on this job?	1
		1
		2
		3
		3
		4
	Total Responses	6
	Smallest Response	1
	Largest Response	4
	Average Response	2.33
	Standard Deviation	1.21

West End SELPA Transition Partnership Project
Questionnaire Responses - Numeric Answers

Questionnaire	Text of Question	Answer
Student	11. How long (months) have you been working on this job?	1
		1
		1
		1
		1
		2
		2
		2
		2
		4
		6
		7
		9
		11
	Total Responses	14
	Smallest Response	1
	Largest Response	11
	Average Response	3.57
	Standard Deviation	3.34